

About the Packages . . .

The goal of ***Success4*** is to see that all students who have emotional, behavioral, social, and cognitive problems are supported and strengthened by encouraging school environments. The Specialized Services Group (SSG) of ***Success4*** addresses the special needs of the approximately five to seven percent whose problems are classified as moderate to severe. To help schools work effectively with these students, the SSG and the Educational Services Department of the University of Iowa's Child and Adolescent Educational Service's Department worked together to create this series of ***Success4*** Training Packages.

Each Training Package, or Inservice-in-a-Box, includes books and pamphlets, a notebook of articles and handouts, and a professionally made videotape about the disorder suitable for sharing with a school inservice or a study group. Also included is a videotape of a panel discussion of the disorder by mental health professionals, educators, and others including parents and public school staff who address practical, real-world educational issues.

Training packages are updated to keep information and media reasonably current with useful school-related materials and advances in psychiatric, psychological, and environmental treatments.

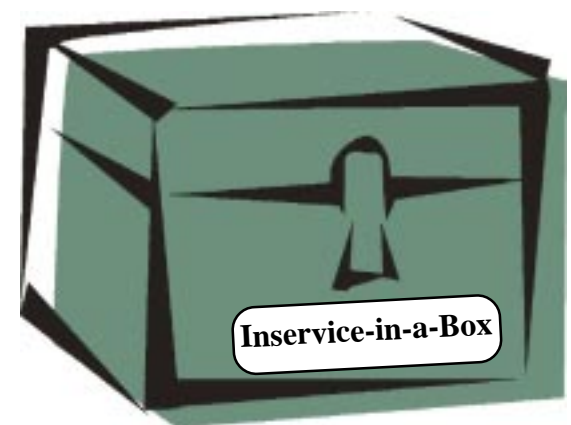
Training Packages are housed in the Parent Educator Connection Media Libraries in every AEA in order to make them broadly accessible to schools, AEA staff, parents, and support organizations.

How to Reach the AEAs Parent Educator Media Library . . .

AEA 1 (Elkader)	563/245-1480 or 800/632-5918
AEA 2 (Clear Lake)	641/357-6125 or 800/392-6640
AEA 3 (Cylinder)	712/424-3720 or 800/242-5100
AEA 4 (Sioux Center)	712/722-4374 or 800/572-5073
AEA 5 (Ft. Dodge)	515/574-5400 or 800/669-2325
AEA 6 (Marshalltown)	641/753-3564
AEA 7 (Cedar Falls)	319/273-8250 or 800/542-8375
AEA 9 (Bettendorf)	563/359-1371 or 800/947-2329
AEA 10 (Cedar Rapids)	319/399-6700 or 800/332-8488
AEA 11 (Johnston)	515/270-9030 or 800/362-2720
AEA 12 (Sioux City)	712/274-6000 or 800/352-9040
AEA 13 (Council Bluffs)	712/366-0503 or 800/432-5804
AEA 14 (Creston)	641/782-8443 or 800/362-1864
AEA 15 (Ottumwa)	641/682-8591 or 800/622-0027
AEA 16 (Burlington)	319/753-6561 or 800/382-8970
Iowa Department of Education (Suana Wessendorf)	515/281-5447

Success4 **Inservice-in-a-Box**

Anxiety Disorders
Asperger's Disorder
Bipolar Disorder
Crisis and Severely Disruptive Behaviors in Adolescence
Crisis and Severely Disruptive Behaviors in Childhood
Depression
Eating Disorders
Obsessive-Compulsive Disorder
Oppositional Defiant Disorder
Prenatal Drug Effects
Reactive Attachment Disorder
Schizophrenia
Serious Emotional Instability and Self-Mutilation
Tourette's Disorder



Anxiety Disorders . . . characteristics of how school-age youngsters are affected by the many disorders in this group -- Generalized Anxiety Disorder, Panic Disorder, Simple Phobias, Post-Traumatic Stress Disorder, Separation Anxiety, Social Phobia, and Obsessive Compulsive Disorder. Includes a cognitive behavior training program, the Coping Cat, and other intervention strategies. (2002-2003)

Asperger's Disorder . . . where this disorder fits on the autism spectrum; confusion for educators in helping students with advanced academic skills and underdeveloped social/emotional abilities; special techniques for working on these deficits; common behavior problems; special challenges of adolescence; a parent's perspective.

Bipolar Disorder . . . how this disorder differs from childhood depression; the emergence of this disorder as a childhood concern; problems of proper diagnosis--a challenge, not a fad; meeting behavioral and emotional needs at school. (2002-2003)

Crisis and Severely Disruptive Behaviors in Adolescence . . . understanding both the possibilities and limitations of schools' dealing with youth violence; suggestions for community-wide initiatives; management suggestions and curriculum materials for proactive and preventive strategies; issues of seclusion and restraint. (1999-2000)

Crisis and Severely Disruptive Behaviors in Childhood . . . heading off tantrums and violent outbursts by intervening early in the crisis cycle; a complete curriculum for violence prevention; management sugges-

tions and curriculum materials for proactive, preventive strategies; psychiatric issues; issues of seclusion and restraint. (1999-2000)

Depression . . . how it looks and how it is treated in children and adolescents; differences from and similarities to adult depression; suicide issues; behavior problems including irritability and anger; medical and cognitive-behavioral interventions; newly added materials on bipolar or manic-depressive disorder in children.

Eating Disorders . . . three complete curricula for building understanding and preventing eating disorders in schools: Eating Disorders, Healthy Body Image, and Just for Girls; materials on athletics and eating disorders and on boys' issues; videotape series for background and understanding of the disorder. (1999)

Obsessive-Compulsive Disorder . . . characteristics and treatment of the disorder; partnership between medical and educational professionals offering chemical and cognitive-behavioral interventions; ways to help students with obsessive thoughts to concentrate on schoolwork; dealing with compulsive behaviors in the classroom.

Oppositional Defiant Disorder . . . differences from conduct disorder; wide range of difficulty from easily manageable to the most difficult and disruptive students in schools; relative lack of effective drug therapy; alternatives to traditional BD interventions when they do not work; suggestions for avoiding power struggles (1997-1998, updated 1999-2000)

Prenatal Drug Effects . . . a minipackage with books and videos on working with children who have Fetal Alcohol Syndrome/Effects at school and at home, plus a notebook of information on what is known about the impact of other drugs including methamphetamine, crack/cocaine, and tobacco. (2003-2004)

Reactive Attachment Disorder . . . a minipackage designed to provide essential facts about youngsters who receive this diagnosis and to separate helpful from unworthy advice about their needs and methods of working with them. (2002-2003)

Schizophrenia . . . difficulty of early diagnosis; flagrant vs. hidden symptoms; confusing symptoms of withdrawal or substance abuse with adolescent conduct problems; cooperation between home, school, and medical providers; necessity of medical treatment; assistance in general or special education settings; transition issues of lifetime disability.

Serious Emotional Instability and Self-Mutilation . . . symptom of wide range of social problems and psychiatric disorder; usefulness of early intervention; differences between self-mutilation as a group-supported vs. a hidden, solitary behavior; difficulties in understanding reasons for self-mutilation; strategies to build alternative coping skills; professionals' treatment manual for reference. (1997-1998, updated 1999-2000)

Tourette's Disorder . . . range of severity between very mild and non-disabling to disruptive; associated problems with obsessive thinking causing poor concentration; managing common behavior problems associated with the disorder; a TS patient's recollection of problems in school and his successes as an adult.